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## Honors Oracle, October 1996

Marshall University Honors College

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# Honors News

October 1996

Marshall University

## "What's It Like?" Series opener a success

by Dana Kinzy

The first "What's It Like?" panel, which focused on the legal profession, kicked off the second year of the lecture series on Monday, September 30. The series is designed to provide students an opportunity to interact with members of various professional fields in an informal atmosphere where students can gain realistic perspectives of different disciplines.

The discussion on the legal profession began with panel members spending fifteen minutes each discussing issues they feel are relevant to the study and practice of the legal discipline.

Ms. Jamie Schneider, who is currently completing her third year at the University of Virginia School of Law, advised students on how to prepare for law school and survive the intense academic pressure there. She recommended that the law school-

bound undergraduate "take economics classes now. The work in law school is completely driven by economic analysis."

Katherine Venti, a litigation attorney for Jackson & Kelly law firm in Charleston, described practicing law as "frustrating, yet never boring." Ms. Venti detailed qualities which are beneficial to those pursuing a legal profession. According to her, a good lawyer has a love of language, an inquisitive nature and a desire to speak in public. A successful lawyer can also communicate with people and can tolerate working in a field which receives little social respect, despite its importance to the judicial system.

Finally, Cabell County Circuit Court Judge Dan O'Hanlon spoke on the evolution of the law. O'Hanlon suggested that practitioners of the law must understand how law once operated and how law is beginning to operate in order to understand its importance. In the last seven hundred

years, Judge O'Hanlon theorizes, the legal profession has developed from retributive acts of violence into the current system of arbitration. This system of arbitration, however, is slowly changing into a more civilized system of conflict mediation.

The "What's It Like?" panel concluded with a question and answer period where students were encouraged to pose any questions about the legal profession. Honors Chair Dr. Richard Badenhausen led off the discussion by asking, "What's the greatest misconception about the legal profession?"

"Lawyers in everyday practice do not have the opportunity to mull over books before making decisions," Katherine Venti replied. "Decisions have to be made quickly by asking three questions: Is it necessary? Is it right? Is it ethical?"

Health Care: What's It Like?

Nov. 6, 3:30-5:00, Alumni Lounge

## Comments from the Chair

Teaching. It is one of the strengths of the Honors Program. Students often remark to me how pleased they are with their teachers in Honors classes, since they seem informed, enthusiastic, and committed to the students' well-being. This is no surprise, since all teachers in the program volunteer to participate in Honors. They are here not because they have to be, but because they love working with Honors students.

Likewise, since professors often propose and teach classes that dovetail with their research interests, they have a further stake in what happens in the classroom. As a result, the Honors Program benefits from

quality teaching that is not only recognized within the program, but across the entire university community. For example, during the last two years, we have had professors teaching Honors classes win both the Pickens/Queen award for excellence in teaching by a junior faculty member and the Shirley Reynolds Award recognizing the year's most outstanding teacher. We expect that current and future teachers in the program will be award winners as well.

So it is my great pleasure to offer another group of excellent teachers leading the Honors Program's spring 1997 offerings, which are available for early registration starting on October 28. Those teachers

include two recently-hired English professors, the spring 1997 Drinko Fellow, the Carter G. Woodson Distinguished Professor, and senior faculty members in Classics and Philosophy--a prestigious group, indeed. I would encourage all students to take a close look at the course descriptions included in this issue of the *Honors News* and take advantage of these exciting topics. Feel free also to contact me for information about the courses, since they can fulfill a series of departmental and university requirements while also building up your number of honors hours.

Dr. Richard Badenhausen  
Chair/Honors Council  
ext. 6405; 230 OM



# Berger to speak on Holocaust

On Sunday, October 20, Dr. Alan L. Berger, Raddock eminent scholar chair of Holocaust studies at Florida Atlantic University, will give a public lecture titled "Jewish and Christian Relations Fifty Years After the Holocaust" for Marshall University students as well as community members. The address, sponsored by the Honors Program, the MU Office of Multicultural and International Pro-

grams, and the Federated Jewish Charities of Huntington, is in conjunction with the Honors course on the Holocaust, and Dr. Berger will speak with members of that class earlier on Sunday afternoon.

"We are very fortunate to have a scholar of Dr. Berger's stature visit our campus and talk to our students," said Dr. Richard Badenhansen, Chair of the Honors Council. "He is a

renowned scholar in his field and is in demand throughout the country as a lecturer and visiting professor."

Dr. Berger will also speak to the Huntington Rotary Club on the topic of "Holocaust Deniers."

**Dr. Alan Berger**  
**"Jewish and Christian Relations Fifty Years After the Holocaust"**  
**October 20, Francis-Booth Experimental Theater, 7:00 p.m.**

Students considering graduate school might want to check out the web-page of the Graduate Record Exam at <http://www.gre.org>. While the site could use some improvements to make it more comprehensive, it nevertheless contains some useful information for those thinking about graduate school.

For example, the site explains how to order GRE reference material, including practice tests and software. It offers a free search service that promises to match students with appropriate graduate programs, even though it is somewhat lame in its current format because one must register via mail instead of online. The site offers a series of sample practice questions and test-taking strategies. Finally, it provides a listing of

## Net Report

financial aid resources for graduate study, including links to scholarship programs and federal aid programs.

It is not the most creative site in the short history of the internet; but it's a good start for those looking to continue their academic studies beyond the undergraduate level.

### *In Search of a Better Engine*

Anyone who has surfed the net at all has most likely tried to use a search engine, those cumbersome tools that allow you to type in the word "Shakespeare" and survey the 200,000 documents containing information on the Bard. Meanwhile, your English paper is two weeks late because

you're stuck on link #150,000. Two of the best and easiest to use, however, are two of the most recent: HotBot (only a few months old) and AltaVista (Digital Corp.'s version). HotBot is particularly good at sifting through the junk and presenting the most likely and useful links that will offer help for your project, bragging that it can access 54 million documents on the way to being "the most complete web index online." It is also very fast. Like all search engines, it requires a user to tinker a bit with the best combination of words to access the most useful sites. But I think it is the best out there--at least this week. Check it out!



## Spring Honors courses slated

Three new Honors courses will be offered next semester as part of the Honors Program: *Voices of the American Civil War*; *Truth: Absolute or Relative?*; and *Fame in American Society: A Cultural Studies Approach*. The last course, team taught by Dr. Carl Burrowes and Dr. William Denman, hopes to address fame and celebrity from the perspective of the relatively new discipline of cultural studies. According to Dr. Burrowes, the idea for the course stemmed from a lunchtime conversation between the two professors regarding their common interest in the increasing domination of mass communication in everyday life.

He commented, "In the course we plan to discuss the way in which celebrities are created and destroyed, and determine the effects of sitcoms and televised violence on society." In order to provide a truly multidisciplinary class, the professors hope to teach students from all departments, though Dr. Burrowes acknowledged that journalism and mass communication students would greatly benefit from a careful examination of the implications of their discipline.

The following is a schedule of the three courses. For a comprehensive description of each course, drop by 230 Old Main and ask Sheri McGhee for more information.

### HON 296: VOICES OF THE AMERICAN CIVIL WAR

618,000 Americans died in the War Between the States, but many more lived to tell the story. This course will explore how people who experienced the broad effects of the Civil War attempted to communicate their memories.

Day/Time: Mon/Wed 2:00-3:15  
Instructors: Dr. Amy Hudock and Dr. Katherine Rodier

### HON 480: TRUTH: ABSOLUTE OR RELATIVE?

This seminar will examine the various reasons for thinking truth is relative or absolute and explore questions like whether truths or facts actually exist and if differences exist between these two types of truth.

Day/Time: Tues/Thurs 2:00-3:15  
Instructors: Dr. Caroline Perkins and Dr. Jeremy Barris

### HON 196: FAME IN AMERICAN SOCIETY: A CULTURAL STUDIES APPROACH

Tired of watching reruns of "Fame" on cable television? Sign up for a course that will help you discover why some people "want to live forever" and why we tend to remember their names.

Day/Time: Tuesday, 6:30-9:00  
Instructors: Dr. Carl Burrowes and Dr. William Denman

## From the Editor's Desk

The Honors Students have spoken.

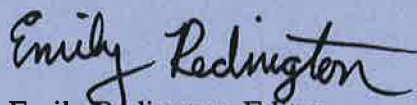
We have nothing to say.

The unanimous response to last month's Question of the Month:

I'm sure all of you are as titillated by that response as am I. It just points to a much larger problem which has constantly faced Marshall University: the students couldn't care less about this university.

When I try to drum up support and interest in the Honors Newsletter and the Honors Program, I receive obstinate refusal, blank stares, and more apathy than I've seen in any other student organization.

We're supposed to be the best and the brightest, but I'll believe that when I see it.



Emily Redington, Editor  
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## Dates to Remember

Oct. 20: Dr. Alan Berger lectures on the Holocaust, Francis-Booth Experiemntal Theater, 7:00 p.m.

Oct. 28: Advance Spring Registration

Nov. 6: SGA Elections

Nov. 6: "Health Care: What's It Like?" 3:30-5:00, Alumni Lounge

Nov. 8: Last Day to Drop an Individual Class

Nov. 26: Thanksgiving Break



# Vantage Point

by Karen L. Jarrell

On October 3, Dr.

Garnett, Assostamt Professor of Sociology, and five Honors Students went to Washington, D.C. We spent the night and went to the Holocaust Museum the next morning. This trip, sponsored by the Honors Program, was an excellent reinforcement of the information that we have been learning in our Holocaust Honors class. Actually seeing the items we had been discussing brought the class to life.

Different members of the class found different things interesting. We all felt that "Daniel's Story," that of a young Jewish school child's life, drew us into the era. We saw snapshots of Daniel, walked through

his home, his ghetto room, and the concentration camp he entered. It was a strong indicator of how drastically things changed for this child.

We all also felt that the passports tended to make the museum more real. Each of us received one, which included a picture, birth date, and life story of a real victim of the Holocaust. At the end of each floor we turned the page to learn more about our individuals. At the end we learned whether our people lived or died. Only one of our people died; she was 17.

Sometimes the everyday items were what really touched us, modern items such as piles of shoes, toothbrushes, and

cutlery. The experience of walking on cobblestones that came from the Warsaw ghetto was nearly overwhelming, as was standing in one of the cattle cars used for transportation to the camps. Even the layout of the museum reinforced the impact. Some of the corridors were roomy, while other passageways were tighter and gave us the feeling of the crowd around us, somewhat as the members of the camps must have felt.

Such trips should continue as an excellent extension of university learning. Dr. Garnett's Holocaust class would like to take this opportunity to thank the Honors Program for giving us this experience.

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